

# Lincoln Avenue Academy Visual Art Lessons

Designed by Julie Stone, M.Ed

**K – 5 will be required to complete 3 works of Art with a 3 sentence written or recorded Artist Statement and upload it to ClassDojo.**

Each lesson was designed to be fun for all ages, thoughtful, and entertaining. You may modify any lesson to meet your needs, just communicate with me if you have any issues via email at [julie.stone@polk-fl.net](mailto:julie.stone@polk-fl.net). I challenge you to be as creative as you would like to be.

Each Assignment and Artist Statement will be due every two weeks. See below:

Both Due by April 10th	Both Due By April 24th	Both Due by May 1st
<ul style="list-style-type: none"> <li>○ Squaring the Circle Challenge Artwork</li> <li>○ Squaring the Circle Challenge Artist Statement</li> </ul>	<ul style="list-style-type: none"> <li>○ Positive Negative Shadow Artwork</li> <li>○ Positive Negative Shadow Artist Statement</li> </ul>	<ul style="list-style-type: none"> <li>○ Still Life at Home Sketch</li> <li>○ Still Life at Home Artist Statement</li> </ul>

Rubric for Artwork:

Kids Art Rubric	A	B	C	D	F
Understood and Applied lesson	My artwork shows that I really know what the art lesson was about.	I was able to use the things from the art lesson in my work.	I had a hard time using things from the art lesson in my work.	I did not use the things taught in the art lesson in my work.	I did nothing to show I understood the lesson.
Use of imagination, Problem solving and Critical thinking	I used my own thoughts, memories and ideas in new ways to create my artwork.	I used some of my own thoughts and ideas to create my artwork.	I borrowed ideas from the teacher and other students to create my artwork.	I copied the teacher or other students artwork.	I did nothing to create artwork during class.
Correct use of tools, Technique, neatness, and overall presentation	My artwork shows that I used the art supplies correctly but also tried to make it look more interesting than the examples. It looks awesome!	My artwork shows that I used the art supplies correctly. My artwork looks nice and is ready to be shown.	My artwork shows that I had difficulty using the art supplies correctly. I do not think it is ready to be shown.	My artwork shows that I did not use the art supplies correctly.	I did not use the tools and materials I was given to create art.
Use of vocabulary and ability to convey ideas through artwork	I understood the art lesson and was able to show my ideas in the artwork. I can explain what I did to others using my art vocabulary words.	I understood the art lesson and can explain what I did to others using my art vocabulary words.	I think I need more time and practice to understand the lesson and use the art vocabulary words.	I do not understand the art lesson and am unable to use the art vocabulary words correctly.	I did nothing to show I understood the lesson.
Working well with others, remaining on task, and using time wisely	I used all my time creating my art. My conversations were about my art and I acted like a lady or gentlemen.	I used most of my time creating and talking about my art and acted like a lady or gentlemen.	The teacher had to remind me to keep working. I had difficulty following classroom expectations.	I did not use my time wisely. My work is incomplete. I was not polite and/or distracted others from their work.	I did not participate. I disrupted the class/other students who were working.

Rubric for Artist Statement (4 PTS):

CATEGORY	2	1.5	1	0
Content/Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.
Interpretation	Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.

# Lincoln Avenue Academy Visual Art Lessons

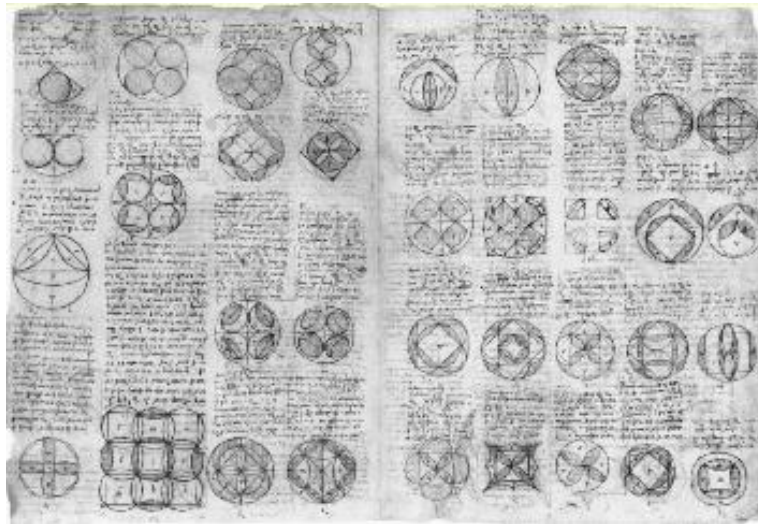
Designed by Julie Stone, M.Ed

## Squaring the Circle Challenge from an Elementary point of view

Artwork and Artist Statement due by April 10<sup>th</sup> in Class Dojo

Artist Leonardo da Vinci was intrigued by the ancient Greek Mathematician Hippocrates, squaring the circle. A complex geometry equation that affects the circle and the square.

In elementary terms, lets draw, build, arrange, design different patterns using only circles and squares. Very similar to da Vinci.



*Leonardo da Vinci, Codex Atlanticus, folio 471. Squaring the circle, graphic research*

A Geo ruler is a ruler that makes circle; but, let us be creative. Your challenge will be to find objects of circles and squares around the house that you can trace. See what kind of **patterns** you can make by **overlapping** the shapes just like da Vinci. After you have drawn your favorite design, then add patterns and colors of your choice.

Your design should be original and reflect your personality. When you have completed your artwork write your artist statement to compliment your work do not forget to include the highlighted vocabulary words.

**Vocabulary: Pattern, Overlapping, Unity**

**Materials:** Paper, pencil, found objects of circles and squares. Your choice of color tool: crayons, markers, watercolors, sidewalk chalk...

# Lincoln Avenue Academy Visual Art Lessons

Designed by Julie Stone, M.Ed

## Resources:

Uploaded Teacher made PPT

<https://www.youtube.com/watch?v=xZaGCUeSQAM> – A Fun Video that shows how a carpenter draws a Circle with a Square

## Definition of Patten:

**Studio Exploration FOR 11 AND 12**

### Pattern and Rhythm Fantasy Land

**Read, Look, and Learn**  
Some artists like to be playful and inventive when they make artworks. They like to try out different ways to use paintbrushes.

Artists like to invent shapes and add colors. They like to make colorful **patterns** and plaids with stripes. Some artists even get playful with polka dots. By repeating lines, shapes, and colors, an artist creates visual rhythms.

You can be playful and inventive, too. You can invent a special place. You can create visual rhythms.

**Remember to:**

- ✓ Include families of related lines, shapes, and colors.
- ✓ Mix new and different colors.
- ✓ Repeat lines, shapes, and colors to create **patterns** and visual rhythms.

**Materials you will need:**

- tempera paint
- paintbrushes (small and large)


**Step 1: Plan and Practice**

- Look at the artworks in Lessons 11 and 12. Where do you see lines, shapes, and colors?
- Look at the pictures on these pages for ideas. Where do you see **patterns**?

**Vocabulary**

English	Spanish
pattern	patrón


### Inspiration from Art




**A** Paul Klee, *Land of Lemons*, 1929. Watercolor painting.

Where did the artist use cool colors? Where did he use warm colors? Why do you think the artist titled this painting *Land of Lemons*?


### Inspiration from Our World



**B** A field with plowed furrows



**C** A birch forest



**D** Monument Valley

54
Unit 2 Invented Worlds 55

## Definition of Unity

**13 Line, Shape, and Space**

### Picturing Open Spaces

You can see beauty in open spaces. When farmers plant fields like those you see in **A**, they follow the curves of the hills and plant strips of crops, like corn, next to strips of grass or hay to control erosion. The result is a beautiful view.

Artists can show us the beauty of our land. The curved lines in **B** and **C** suggest energy and paths of movement. The lines help to lead your eyes through rows of dark and light spaces.



**A**



**B** Grant Wood, *Haying*, 1939. Oil painting.  
Art © Estate of Grant Wood. Licensed by VAGA, New York, NY.

**Vocabulary**

English	Spanish
unity	unidad

**Studio Time**

### Line in Landscape

Use markers to draw a view of the land.

- Think about open spaces you have seen. Think about the lines and shapes that go with open spaces. The lines and shapes may be straight, choppy, zigzagging, or graceful.
- Draw your lines on paper to give unity to the design.
- Add colors and other details to your work.
- Create an artwork filled with many repeated lines.



**C** Marsden Hartley, *New Mexico Landscape*, 1919. Oil Painting

Lines in landscape give **unity** to the variety of colors and shapes. **Unity** means that lines, shapes, and colors are working together, like a team.



**About the Artist**

American painter Marsden Hartley is known for his landscapes. He thought a lot about how to use vivid colors and repeated shapes to show natural forms.



**D** Student artworks

64
Unit 3 Presenting Places 65

# Lincoln Avenue Academy Visual Art Lessons

Designed by Julie Stone, M.Ed

## Positive Negative Shadow Art

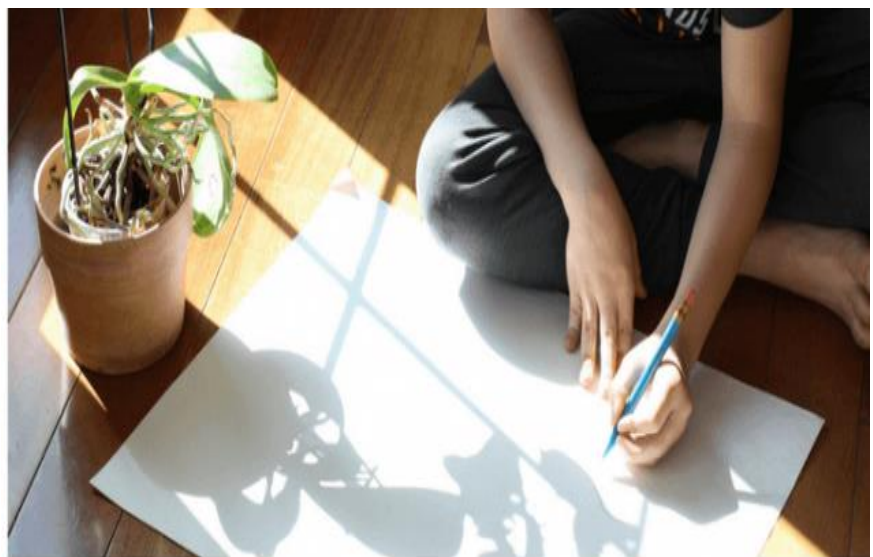
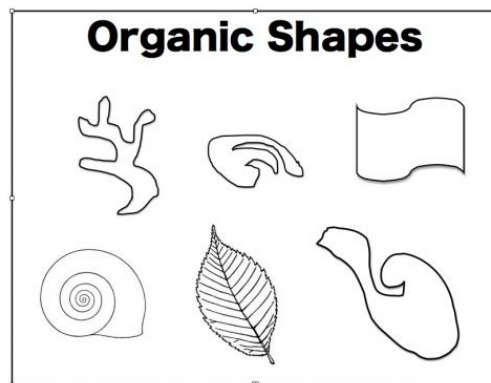
Artwork and Artist Statement due by April 24<sup>th</sup> in Class Dojo

This lesson enhances the understanding **positive** and **negative** space through shadows. The positive is the shadow and the negative is the space around the shadow. This is a fun lesson that can be done at different times of the day since the sun creates different shadows as the Earth rotates around the sun.

This is a fun and incredible shadow art video the entire family will enjoy.

<https://www.youtube.com/watch?v=czWjRopXCfo>

Shadow Tracing is fun and easy. As you are tracing the shadow you will notice complex shapes that are not your typical geometric shapes. You will discover organic shapes. **Organic shapes** are...



# Lincoln Avenue Academy Visual Art Lessons

Designed by Julie Stone, M.Ed

## Vocabulary: Positive Space, Negative Space, Organic Shapes

**Materials:** Option #1 - Paper, pencil, you can use one color of marker, crayon, watercolor.

Option #2 You can draw with chalk on the pavement and take a photo.

When you have completed your artwork write your artist statement to compliment your work do not forget to include the highlighted vocabulary words.

## Definition for Positive and Negative Space

### 5 Positive and Negative Shapes

#### Shapes and Spaces

Almost everything you see has one main shape. Look at **A**. Can you name the main shapes? How are the main shapes in **B** different from those in **A**?

In art, the first shapes you see are called **positive shapes**. The background shapes are called **negative shapes**.

The negative shapes in an artwork can be just as important as the **positive shapes**.



#### Vocabulary

English	Spanish
positive shapes	formas positivas
negative shapes	formas negativas

Look at **C** and **D**. Which is the **positive shape**? Which is the **negative shape**? Why?

Can you find the **positive and negative shapes** in **E**?



**C**

**D**



**E** Unknown artist, *Awara in Snow*, ca. 1926–1928. Color lithograph.

#### Studio Time

#### Action Figures

Artists plan the positive and negative shapes in their artworks. Sometimes the main and background shapes are like parts of a puzzle. You can make a positive and a negative shape. You can show a figure in action.

- Draw the outline of a person in the center of your paper. Carefully cut it out.
- Save the positive shape (the cutout).
- Save the negative shape (the rest of the paper).



**F** Student artwork

# Lincoln Avenue Academy Visual Art Lessons

Designed by Julie Stone, M.Ed

## Still Life Sketch

### Artwork and Artist Statement due by May 1<sup>th</sup> in Class Dojo

All students have been learning how to see objects by recognizing simple lines, shapes as well as letter recognition. Students will be required to find at least 3 objects and arrange them together with little space between and sketch their design. To sketch means to draw lightly and it does not need to be perfect. See the video to show how to sketch a still life.

#### How to draw an apple: this is a sketching video

<https://www.youtube.com/watch?v=LdmqR2qwCYo>

#### For the older students:

Video about sketching – how soft or hard you press with your pencil:

[https://www.youtube.com/watch?v=-WR-FyUQc6I&list=RDCMUCDQNp22J8fGKdMytv0s3Zgg&start\\_radio=1&t=13](https://www.youtube.com/watch?v=-WR-FyUQc6I&list=RDCMUCDQNp22J8fGKdMytv0s3Zgg&start_radio=1&t=13)

Fast video on sketching: <https://www.youtube.com/watch?v=bKKff0TXJRO>

**Vocabulary:** Still Life, shapes, value colors

**Materials:** paper, pencil, ...

#### Definition of Still Life

Unit 1 Introduction

## Appearances

Looking at Our World

**A**  
Janet Fish, Green Tea Cup, 1999. Oil painting. Art © Janet Fish/Licensed by VAGA, New York, NY. What lines, shapes, and colors do you see in this still life?



We all notice the appearance of things in the world around us.

We appreciate beautiful objects, attractive buildings, or colorful gardens.

Artists create beauty in the artworks they make. They look for ways to record how things appear.

They look carefully at colors, shapes, lines, textures, and values.

They plan ways to organize these visual elements in their paintings and sculptures.

They explore how things look from near and far and from above and below.



**B**  
Janet Fish, Dog Days, 1993. Oil painting. Art © Janet Fish/Licensed by VAGA, New York, NY.

What do you think the artist wants you to notice in this painting?

#### Meet Janet Fish

Janet Fish spent most of her childhood on the sunny island of Bermuda. As an artist, she looks carefully at the way things appear. Sunlight and reflections of light make her realistic still lifes sparkle. She wants people to pay more attention to the beauty of the objects around them.



# Lincoln Avenue Academy Visual Art Lessons

Designed by Julie Stone, M.Ed

## Definition of Value Scale:

### 7 Light and Shadow

## A Tradition of Still Life

A **still life** is an artwork that shows objects and natural forms, often on a table. In the 1800s, Anna Claypoole Peale continued the long tradition

of painting **still lifes**. She liked the challenge of painting with different values, as in **A**.



**A** Anna Claypoole Peale, *Still Life*. Oil painting.

#### Vocabulary

English	Spanish
still life	naturaleza muerta
value scale	escala de valor
viewfinder	visor

#### Studio Time

### Value Still Lifes

Arrange a still life. Include objects that have both similar and different forms.

- Your teacher will show you how to make, and use, a **viewfinder**. Use it to choose the part of the still life you want to draw.
- Use white chalk and sketch lightly on colored paper.
- Outline the main shapes with oil pastels.
- Create values by blending color with white or black.
- You might want to allow the color of the paper to show in some areas.



**B** Helen Torr, *Basket of Vegetables*, 1928–1929. Charcoal.

In the 1900s, Helen Torr used charcoal to create the smooth forms of the vegetables in **B** to show their roundness and shadows.

The **value scale** in **C** shows many of the values, or shades of gray, between black and white. Where are the lightest and darkest values on the forms in **B**? Where do you find those values on the value scale in **C**?



**D** Student artwork



**C**